



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Fall

**Year:** 2025

**Course Prefix:** ANTH

**Course and Section #:** 2880 and 002

**Course Title:** Introduction to Anthropological Analysis

**Credits:** 3

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### *Course Description*

Provides foundational skills for analytic reading and writing in anthropology. Explores how to apply social/cultural theory to ethnographic data. Teaches students how to write argumentative essays that engage with anthropological literature. This is a writing-heavy class that will fulfill your writing-enriched graduation requirement.

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### *Course Attributes*

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☒ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** John Dulin

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### *Student Learning Outcomes*

- Decompose ethnographic texts into their component parts
  - Evaluate the relationship between ethnographic description and anthropological theorizing
  - Apply social/cultural theory to ethnographic data
  - Write argumentative essays that engage with and synthesize anthropological literature
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### *Course Materials and Texts*

Blasco and Wardle, *How to Read Ethnography*. 2nd edition. [The first edition will not work]

Hannig, *Beyond Surgery: Injury, Healing and Religion at an Ethiopian Hospital*

Scherz, *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

Participation: 20%

UVU policy requires a *minimum* of six hours of outside work for every three hours of time spent in lecture (see <https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.pdf>). Participation in class is expected to reflect that level of engagement outside of class. Every class period you will be given points for completing in-class assignments.

Small Writing Assignments 40%

Eight short writing assignments will be due on different dates throughout this semester. These writing assignments require you to perform particular analytic tasks that will help prepare you for the two larger writing assignments. You must turn in small assignments by the due date, which will be discussed during the week.

Major Writing Assignments: 40%

You will have two major writing assignments in this class. For major Writing Assignment #1, you will write a six-page essay analyzing the book *Beyond Surgery*. In this essay, you will show your mastery of the analytic tools learned in the short writing assignments. For the first draft, you are expected to show how you have taken the feedback you received on small assignments. For major Writing Assignment #2, you will write a twelve-page, analytic essay comparing *Beyond Surgery* and, *Having People, Having Heart*.

You will analyze the differences between the approach, theoretical orientation, and implications of these ethnographies using the analytic tools discussed throughout the semester. Major Writing Assignment #2 can build and expand upon Major Writing Assignment #1. The smaller writing assignments can build up to the larger assignments.

For each of these assignments, you are required to go over a draft with a writing tutor in the writing center and revise based on their recommendations.

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### **GRADE SCALE:**

93 – 100% = A

90 – 92.9% = A-

87—89.9%= B+  
84 – 86.9% = B  
80 – 83.9% = B-  
77 – 79.9% = C+  
74 – 76.9% = C  
70 – 73.9% = C-  
67 – 69.9 % = D+  
64- 66.9 % = D  
60 – 63.9% = D BELOW  
BELOW 60% = FAILING

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### **Required or Recommended Reading Assignments**

The readings will assign chapters from the above books that correspond to the themes of below from each week.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

Week One:

Introduction, *How to Read Ethnography*- An overview of the distinctive qualities of ethnographic texts.

Week Two:

*How to Read Ethnography*, chapter 1, “Comparison: The Ethnographic Outlook” – Exploring the use of cultural comparison in ethnography. Reviewing Assignment #1.

Week Three:

*How to Read Ethnography*, chapter 2, “People in Context” – Analyzing techniques of building context in ethnographic texts. Reviewing Assignment #2.

Week Four:

*How to Read Ethnography*, chapter 3, “Relationships and Meanings” – Discussing how anthropologists use patterns of social relationships to build models of culture and society. Reviewing assignment #3.

Week Five:

*How to Read Ethnography*, chapter 4, “Narrating the Immediate” – Evaluate the ethnographer’s use of immediacy and concrete description as evidence and analysis. Reviewing assignment #4.

Week Six:

*How to Read Ethnography*, chapter 5, “Ethnography as Argument” – Exploring the way ethnographies use narrative of the immediate, relationships, models and comparison to make arguments, and develop theory. Reviewing Assignment #5.

#### Week Seven:

*Beyond Surgery*, Introduction and Chapter One – This week we introduce the Anita Hannig's ethnographic account of obstetric fistula in Ethiopia, the fistula foundation, and her challenge of journalistic accounts of women's experience of this condition in sub-Saharan Africa. It also explores Amhara concepts of kinship and explores women's stories of suffering and care. Uses tools acquired earlier in the class to analyze the text.

#### Week Eight:

*Beyond Surgery*, Chapters Two to Three – This chapter analyzes chapters two and three in relations to the Introduction and chapter one. It explores how Hannig develops her argument, including her discussion of how Ethiopian Orthodox Christianity and notions of purity shapes women's experience of Fistula as well as the history of fistula foundation. We continue to use tools acquired earlier in the class to analyze the text.

#### Week Nine:

*Beyond Surgery*, Chapters Four to Five – Explores Hannig's ethnographic account of the surgery process and pedagogical patterns in the clinic. We continue to use tools acquired earlier in the class to analyze the text.

#### Week Ten:

*Beyond Surgery*, Chapter Six – Analyzes Hannig's exploration of how women in the Desta Mender facility for women with chronic conditions experience ongoing residential treatment and institutionalization. We continue to use tools acquired earlier in the class to analyze the text.

#### Week Eleven:

We will also workshop the midterm paper. It will be due March 30<sup>th</sup>

We will also discuss the Introduction to *Having People, Having Heart*. We will explore different approaches to charity, the study of development organizations. It also explores Ugandan concepts of dependance and interdependence. We continue to use tools acquired earlier in the class to analyze the text.

#### Week Twelve:

*Having People Having Heart*, Chapters Two to Three – Explores the historical context of religion, ethics, colonialism and ethics of dependance and patronage in Buganda. It also unpacks Scherz's ethnographic account of the Hope Child Charity and how the approach of the NGO contradicts Kiganda cultural expectations. We continue to use tools acquired earlier in the class to analyze the text.

#### Week Thirteen:

*Having People Having Heart*, Chapters Four to Five – Covers the contrasting ethics of Mercy House charity and it's religious and ethical underpinning. After first exploring the consistency of Mercy

House's approach with the Kiganda ethic of patronage, we explore the audit culture of sustainable development organizations. We continue to use tools acquired earlier in the class to analyze the text.

Week Fourteen:

*Having People Having Heart*, Chapters Six and Conclusion – This week we'll further contrast the "invisible accounting" of Mercy House charity with the accounting culture of Hope Child. Finally, we explore contrasting approaches to development and its implications for anthropological theory. We will workshop the final paper.

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

**The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:**

Brainstorming and refining your ideas;  
Fine tuning your research questions;  
Finding information on your topic;  
Drafting an outline to organize your thoughts; and  
Checking grammar and style.

**The use of generative AI tools is not permitted in this course for the following activities:**

Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.  
Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.  
Writing a draft of a writing assignment.  
Writing entire sentences, paragraphs or papers to complete class assignments.  
You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

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### **Using Remote Testing Software**

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or

immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.